

Inspection of Pumpkin Patch Fleet

129 Albert Street, Fleet, Hampshire GU51 3RP

Inspection date: 10 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Leaders and staff demonstrate a genuine passion for working with children. They welcome children warmly and build trusting and caring relationships. Children happily separate from parents and are keen to tell the staff all about their news from home. Staff ensure that the learning environment is well prepared with an extensive range of stimulating activities. This encourages children to explore and engage well in their learning right from their arrival.

Leaders plan an ambitious curriculum for all children in their care. They ensure that children's interests are considered, particularly for new children to the setting. This helps them to settle well into their new environment and gain confidence before exploring new and different experiences. For instance, home corners are set up in all rooms to help children to feel comfortable and at ease. This helps them to become ready to learn. Vehicles and road mats are provided as these are known toys and resources to a lot of the children, who find playing with these reassuring. Staff use these opportunities to play alongside children and extend their learning by asking them questions or challenging them to complete particular activities.

Staff recognise and praise children when they demonstrate positive learning behaviours. They expect the children to use good manners and to treat each other and the environment with care and respect. Children happily tidy-up resources and help staff to complete a tick list of risk assessments in the garden area. This helps children gain a sense of belonging and to begin to take on responsibilities.

What does the early years setting do well and what does it need to do better?

- The passionate and dedicated leadership team are an inspiration to the staff. They are highly reflective and involved in the day-to-day running of the nursery. Leaders act as excellent role models and get to know all children and their families well. They use this information to help staff to best meet the individual needs of the children through frequent observations and feedback. Staff feel very well supported and access a range of training opportunities to enhance their practice.
- Children learn how to look after themselves and to live healthy lifestyles. The nursery provides a host of nutritious meals and staff take time to discuss the benefits of eating fruits and vegetables at mealtimes. They ensure that children have regular access to fresh air outside and benefit from plenty of physical exercise. Children delight in climbing on the apparatus, pedalling the ride-on vehicles and love digging in the sand pit. Children's gross motor skills are promoted well.
- Staff in the baby room are attentive and caring. Babies feel at ease in their care and frequently go to them for cuddles. They demonstrate high levels of

engagement and are curious about their surroundings and the stimulating activities that staff have prepared. For instance, babies are highly engaged in sensory play and relish the experience of mixing water and oats and squeezing this with their fingers and toes.

- In general, children are learning to become independent. They take off their coats and hang them up and help staff to prepare resources and to tidy up. However, at times staff swiftly help children with challenges rather than allowing them time to think and problem solve for themselves.
- The key-person approach works effectively. Staff use frequent observations to assess children's development and make plans for next steps in learning. Staff liaise with other professionals, such as speech and language specialists, to help best support children's needs and progress.
- Communication and language are a priority at the nursery. Staff consistently model ambitious vocabulary and children's language development is supported well. For instance, when children are playing with fire trucks, staff narrate their play with phrases, such as 'Emergency! Quick firefighter, get the hose and extinguish the fire with the water.'
- Children behave well. Staff model good manners and sharing with the children and have high expectations of their behaviour. Children know the nursery rules and only gentle reminders, such as no running inside as it is not safe, are needed for children to adhere to these.
- Partnerships with parents are strong. Parents value the good communication and information they receive about their children. Staff help parents to support their children's learning at home and keep them up to date with their progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop staff skills to promote children's independent thinking skills.

Setting details

Unique reference number	EY236710
Local authority	Hampshire
Inspection number	10380735
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	29
Number of children on roll	35
Name of registered person	Church, Gillian
Registered person unique reference number	RP513593
Telephone number	01252 678 623
Date of previous inspection	20 June 2019

Information about this early years setting

Pumpkin Patch Fleet registered in 2001. It is one of three privately owned nurseries and operates from a detached house in Fleet, Hampshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. Including the director and the cook, there are 12 members of staff who work at the nursery. The director is a qualified teacher and holds early years professional status. The other qualified staff hold a range of qualifications from level 6 to level 2.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- The provider showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector considered the views of parents through written and verbal feedback.
- The inspector observed the interactions between staff and children.
- The inspector looked at a range of documentation including first-aid qualifications and safer recruitment procedures.
- The inspector and the provider held discussions about how they evaluate their practice and strive for future improvements.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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